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AN EDITORIAL

Too Loud, Too Fast, Too Much

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Recovery's *Good Samaritan*

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THE STORY THAT WON SECOND PRIZE

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Looking Ahead . . .

We want you to share our own joyous anticipation of certain articles which will appear in early issues.

A city-bred schoolman declares "I Like Small-Town Teaching"—and tells us why. . . . An observer pays "A Visit to a Progressive School" and—does not like that particular sample. . . . To offset this, Dr. Eginton depicts the process of "Working Out a Unit." . . . A Superintendent describes how an ingenious teacher gets her history class to "Play Ball." . . . "The Principal's Selling Job" is outlined by the head of a junior high school. Inspirational material abounds. You will follow Orlie Clem's account of "Great Teachers and Great Teaching" with a growing desire to emulate the masters. . . . William McKeever reports on the astonishing results of his "School for Maturates"—pupils from 70 to 112 years of age, over 900 of them taking new grips on themselves. . . . "Let's analyze the Supervisor" is the fruitful exhortation of James Newell Emery. . . . "The Fairhaven Plan" of character education is set forth by its author, Superintendent Prior. . . . The parade of Short Stories will continue, issue by issue, and what pleasanter way to take one's pedagogy? And we could go on with these Treasure Hints were it not that some of you insist upon a Treasure Hunt.

•

Treasure Hunt

And so—the bugles are calling you to look through the advertisements in this issue until you find a series of three words making sense out of this jumble:—

rdbocvacyuralnotlolae

Unjumble the jumble. Swing your answer into the nearest mail box—bango! "It's on its way to 'Journal of Education Treasure Hunt, Six Park Street, Boston,' and I'm hoping mine will be first from my state so I can win a four months' subscription to the treasureful Journal—for friend so-and-so—or for myself if I haven't claimed the treasure recently."

Answers mailed after April 28 will not be considered.

Quarry for March 2 was "John Dewey's Philosophy," on page 149 of that issue.

Apology! An advertiser's last-minute change of copy removed the words chosen for the pied line in Treasure Hunt of March 16—too late for correction to be made in this column.

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THROUGHOUT, great emphasis is placed upon the pupil's growth in social attitudes, such as co-operation, orderliness, courtesy, listening, individual responsibility, recognition of the rights of others, community interest, etc. All these objectives are given conscious attention in the development of language power.

By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English, Chicago Normal College, Chairman Curriculum Commission of the National Council of Teachers of English*, E. E. LEWIS, *Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

Stop and Go

CIVILIZATION is where it is today by reason of the interplay of two forces. These forces are the Spirit of Youth and the Spirit of Age. Youth as a whole is venturesome. bold and progressive. Age is cautious, circumspect, conservative.

Individual exceptions are, of course, legion. Many adults are audacious to the end of their days. An equal number of young people are loath to advance. Yet the generally admitted characteristic of youth is to move forward, while that of age is to hold back.

Each of these forces is as important as the other.

China has overemphasized the Spirit of Age, and is a backward nation. Japan has overstressed the Spirit of Youth—for a half century of her recent past—and is marching too fast for mankind's comfort and perhaps for Japan's own good.

A too-prolonged conservatism in the Russia of the Czars was terminated violently by the Spirit of Youth and revolution. And, even thus early in the Soviet experiment, a new youth movement is reported to be impatient with "conservatives" like Stalin!

In the United States neither the one force nor the other has been completely dominant for any great length of time. The interplay here is continuous. In politics whenever progressivism or conservatism gains control, there is always the probabiiity that the opposite force will automatically swing into action within a short time—four, eight, twelve years at the most. And the more mightily the Spirit of Youth or the Spirit of Age is manifest, the swifter the return of its counterpart to ascendency.

Some Americans are perennially dissatisfied with things as they are or have been. Others are forever fearful of any step ahead. The determining factor is always that enormous middle group which ebbs and flows like the tides. These are the independent voters, the frequently non-voters, whose swaying sentiments predestinate election outcomes.

A Senator Looks at the Court

THE importance of the Supreme Court in our system of government has seldom if ever been more clearly expressed than by United States Senator David I. Walsh, Democrat, of Massachusetts, in an address recently broadcast from the Town Meeting of the Air in New York City.

Some of the points made by Senator Walsh are here summarized:—

The rights reserved to the individual citizen and to the States by the Constitution, could be taken away by Congress or the Executive, unless the Supreme Court's authority to overthrow that which contravenes the Constitution is recognized and maintained. Even the citizen's right to vote might be so taken.

Without the Supreme Court, the Constitution would cease to operate.

The Supreme Court, as upholder of those inalienable rights of citizens which are guaranteed by the Constitution—right of free speech, a free press, freedom of assembly, and nearly a score of others—removes the necessity for revolution to obtain those rights.

The Supreme Court does not, as some have contended, usurp the right to make and unmake laws. Its power is merely negative; a check upon action which has overlooked some provision of the Constitution.

When a President and a Congress are elected the people trust them to act in conformity with the Constitution. When they do not, they cannot be said to be carrying out the will of the people, but their own will. And the Supreme Court, in overriding their acts, does not thwart the will of the people, but enforces it.

Those who complain that amending the Constitution is a slow process, should remember that the Prohibition Amendment and the Lame Duck Amendment were each ratified in less than one year by the needful number of states.

Proposals to require that a Supreme Court decision declaring an Act of Congress unconstitutional must be unanimous, overlook the fact that

this would place in the hands of *one* man the same degree of authority which the opponents of majority decisions would deny to *five* men. A similar argument applies to the proposal that at least seven of the nine justices be in accord to remove a law from the Federal statute books.

If men of the calibre of our Supreme Court justices, a tribunal surrounded with every safeguard against political or partisan pressure, cannot be trusted to give us the answer on questions of constitutionality, where can we get a better answer?

The Supreme Court stands between the citizens and dictatorship.

It guards the states against seizure of their rights by the Federal government.

• • •

Alsbald

WHAT did Hitler mean by *alsbald?* For twenty-four hours the peace of Europe seemed to hinge upon the answer.

Hitler had been invited to send a representative to talk with the Locarno powers in London. He replied that he would send an envoy on certain conditions, one of which was—that his peace plan for Europe be discussed *alsbald*. The word was at first translated "forthwith." That sounded so peremptory as to infuriate France's foreign minister.

The German embassy at London requested the Fuehrer to clarify the word. The reply explained that the word was intended to mean "in due course." It happens that North and South Germans use it differently.

The revised translation brought relief.

The two divergent senses of that one little word span the whole wide gulf between the attitude of statesmen in 1914 and in 1936. Haste never made so much waste as in precipitating the World War. One nation ordering another to do a certain thing forthwith; on that nation's refusal to comply, an army despatched forthwith—whatever happens this year in Europe will happen best if it happens after patient deliberation; not *forthwith* but in *due course.*

And in the whole gamut of human relations, in so far as these are affected by understanding or misunderstanding, the same truth holds. Reaching a common ground from wide distances is necessarily slow business. It calls for time—just as the process known as education calls for time. Reforms and improvements which are accomplished too quickly do not stay accomplished.

The two meanings of *alsbald* are worth any one's thought.

It has taken nations a very long time to learn, even imperfectly, what a great many individuals were taught in childhood: *When angry, count ten.*

Prospective Veterans

A GROUP of undergraduates at Princeton has made a valuable contribution not only to good humor but to good citizenship as well. In launching their new organization, "Veterans of Future Wars," with its demand for immediate payment of a $1,000 bonus due in 1965, they have applied the blow-torch of ridicule to a growing habit of asking Uncle Sam for handouts.

Why, indeed, should not the Veterans of Future Wars be granted a bonus in advance, while all of them are alive to enjoy it?

And why should not the auxiliary sisterhood known as "Gold Star Mothers of the Veterans of Future Wars" be granted their trips abroad now, while they are young and can so comfortably visit those "prospective graves of their future sons"?

All the logic is with the young collegians at Princeton, Vassar and elsewhere, who have created these fanciful societies for a real and wholesome purpose.

Their procedure will gain more publicity and accomplish more in the long run than a much larger amount of serious-minded pacifism or any youth movement aimed at preserving the fundamentals of the American form of government.

The point which statesmen may well gather from all these expressions of youthful ideals is—that young eyes are open, young minds are questioning traditional ways of their sires which have led to wars and to political abuses. Unless we are greatly mistaken there is a determination on the part of many thousands of young Americans to substitute reason, justice and a high sense of honor for the contrary forces which they see trying to drag down the civilization man has built.

• • •

Anti-Education

WHEN schoolmen complain that too much responsibility for the upbringing of youth has been shifted to their shoulders, the public thinks they are offering alibis. But really—hasn't the intelligent portion of the public enough sane judgment or sense of responsibility for cultivating wholesome ideals in the young to put race track and sweepstake news off the front pages? No other news is so demoralizing nor so incomplete. It never tells how much was spent by the many that the few might receive unearned winnings.

Retail merchants are important losers, and they could, if they exerted half the influence they are supposed to have upon the press, put a stop to the publicizing of all lotteries. And lawmakers could do even more.

Auson W. Belding

Are the Savings Worth While?

BY THE EDITOR

"ARE schoolbooks very expensive, Dad?" asked a certain high school boy whose father, as chairman of the local board of education, was in position to give him an authentic answer.

"Why, yes and no. They are cheaper than other books of similar size and quality; a lot cheaper, in fact, because they are sold in quantity, and there is keen competition among textbook publishers to produce the best value for the money. But of course it costs a good deal in the aggregate to keep the pupils all supplied with books."

"I thought so," said the lad. "Gee, but I hate these old second, third, and seventh-hand books. Once in a while I get hold of a fairly new one, and it makes all the difference in my liking to study it. Would it cost such an awful lot more to give us decent books—books we could handle without gloves or smelling salts?"

"Well, son, I'm not so sure it would cost very much more than we pay at present. We haven't saved as much as we thought we were going to by having books rebound. You see, it's mostly handwork and slow work, too—putting old books in shape to be trimmed and restitched and stuck in covers."

"Such sick-looking covers, too; and the print almost running off the pages," said the boy.

•

These young folks have a way of starting things.

This particular parent, in his capacity of school board chairman, began to investigate the cost of rebinding in comparison with that of new books. He found the saving in dollars and cents so insignificant in relation to other school costs as to make it evident that such a plan of operation was a business absurdity.

He conferred with the superintendent, who pointed out that one of the very worst things about rebinding an old book was that it *does* make the book last almost as long as a new one. Thus, it denies the pupils the advantages of more recent texts embodying up-to-date material and improved teachableness. The superintendent went on: "There has been such an improvement in textbooks lately that it would be a wholesome gain for our schools if practically all the textbooks printed prior to 1930 were taken out and burned—if new books or revised editions of old ones could be provided in their places. We aren't ready for as big a bonfire as all that in our city yet a while, but we should, I think, quit rebinding and adopt a policy of introducing new, up-to-date books as rapidly as old ones are worn out."

•

The upshot of the whole matter was the passage of a resolution by the board putting this new policy into effect.

And would that other superintendents and boards of education might see the wisdom of taking similar action!

The lasting detriment to the boys and girls in making study repulsive and reading distasteful may prove a very serious indictment against the judgment of those entrusted with investing community funds in effective education.

The unsound theory of economizing on textbooks has arisen from the fact that their true values are imponderable. Not how many ounces of paper and ink and cover—but how much of knowledge and right suggestion and impression go out into the minds of pupils—that is the question.

•

When sound educational appraisal returns to school committee rooms, material yardsticks will give place to psychological, not to say spiritual ones.

Too Loud, Too Fast, Too Much

Fifth in the "I Wish My Teachers Wouldn't" Series

By IRL H. DULEBOHN

Superintendent of Schools, Ramsay, Michigan

I WISH that teachers wouldn't talk too loud. Most of them don't, but I think of one whose voice mounts in power and pitch with the sun to its zenith, and remains there until the clock reads four. There must be others. With anti-noise campaigns begun in our large cities; with automobile exhaust mufflers perfected until the machines slink upon the unwary pedestrian with the stealth of a catamount; with radios that turn down and off—won't someone invent a gadget that tones down or turns off the loud-speaking teacher?

It irritates me to have to close my door at one end of the hall every time a certain teacher opens hers at the other. The other teachers on our floor must feel the same way. They close their doors, too. Besides, it hurts my pride that a member of my well-oiled organization should be so inconsiderate of others' ears and feelings. I fear I shall have to move my office to a more distant part of the building—or else move her outside.

As for her students, I wonder they learn at all. Clamor is not conducive to contemplation. Brains do not function well in a boiler factory. Noise nurtures nothing worth while. Railway trains may clatter if they must, but trains of thought move swiftest quietly.

•

I do not like the teacher who speaks too loudly. She wears a worn and worried look. No wonder! The strain on vocal chords and disposition must be terrible. Her pupils wear the same look. The strain of listening to her tells on them. Their voices even grow to resemble hers as each strains to get above the other. My ears ring for hours after a session of supervision. Perhaps I should stuff them with cotton as a soldier before a heavy cannonade.

"Pipe down a bit!" I advise her, "you're wearing yourself out, and the children, too. You're using up energy that should be devoted to teaching. They can hear you. I heard you from my office. I'm sure their hearing is as good as mine."

"Was I speaking too loudly?" she smiles, "I'm sorry. I'll close the door."

I prefer the teacher who speaks so that the most distant pupil can hear her—if he listens—and no louder, and who keeps her voice pitched low. I prefer the teacher who does not raise her voice but lowers it when she feels exasperation or excitement taking control. I do not like the loudspeaker. She should hire out to radio. They could reduce wattage fifty per cent. with her at the microphone.

•

And I wish that teachers wouldn't talk too fast. Few experienced teachers do. But beginners,—well, I think of one now.

He is a fine chap, brilliant, best intentions, sincere and honest as I could wish. But he labors under the delusion that the rate of learning of his pupils is directly proportional to his own rate of speech. He thinks the faster he talks, the faster they learn. He considers their minds as empty cisterns of some sort and himself a fountain of predigested wisdom. The faster he flows, he reasons, the sooner they'll be full. Whereas an average rate of speech is around one hundred twenty-five words a minute, he rattles on, well, faster than I can count. I know. I have tried.

Supervising, I marvel at his speed and endurance, but I do not remember what he says. I reach frantically for his ideas. Before I have grasped one, another has appeared before me. As I try for that, another flutters by. I feel alone in a room full of toy balloons, grasping at all but seizing none. He is too fast for me.

He is too fast for the students also. As we leave the room they, like myself, are dizzy. Their heads spin, they gasp, figuratively, for breath.

"Slow down," I tell him, "you're talking too fast, they can't follow you."

He takes it as a compliment.

"It's my natural rate of talking," he says, "and I've got a lot to cover. Doesn't hurt 'em to think fast, once in a while. Keeps 'em alert."

I do not continue. He will learn in time that it is not the words he says but the reactions he secures that educate his pupils. If his pupils are to grasp his ideas those ideas must not come too close together to be caught. If his pupils are to react, they must be given time in which to do so.

I prefer the teacher who measures his words not by

quantitative but by qualitative standards, for their thought-provoking values. The builder is most successful who sees that one stone is firmly placed before he places another on top. The teacher does well who sees that one idea is somewhat fixed before he imposes another. The minds of children, like the mills of the gods, grind slowly. I prefer the teacher who gives them time.

And I don't like the teacher who talks too much. He, too, commits a crime against youth that is inexcusable. Better that he should steal their bread than that he should deprive children of the opportunity for proper self-expression. That is what they go to school for.

•

Geography class. The lesson is on material previously assigned in preparation for a test. It should be an hour of pupil reactions and the clearing up of misunderstandings. The teacher should say little, the children much. Instead, the situation is reversed. The students say nothing. They are not given the opportunity. Besides, they haven't studied the assignment. They knew he would talk the entire hour.

Next day the test. The class did poorly. I inquire the cause.

"I'm sure I don't know," replies the teacher. "I taught that chapter only yesterday. You were here. You heard me."

"No," I reply. "I heard you tell it to them. I didn't hear you teach it at all."

I do not like the teacher who *tells* when he should *teach;* who monopolizes every moment with his own monotonous monologue. Telling is not teaching. Children do not stay told. They do stay taught. It is not what the teacher says that educates the pupil; it is what the child does that educates him. Education is not a process of pouring in but of drawing out. In social circles the person who monopolizes a conversation in which others wish and have a right to participate is a bore. In the schoolroom he is no better. He claims the spotlight as his own personal halo, and relinquishes it to no one. He does not stimulate, he stifles the process he is said to promote. He talks but he does not teach.

•

The teacher I prefer is different. He strives constantly to make himself inconspicuous. He trains his pupils so that he himself becomes gradually unnecessary. Unless he has a personal contribution to make he seldom claims the centre of the stage. He is almost always in the background or behind the scenes.

But his pupils take the centre of the stage and like it. They tread it on their own feet, speak with their own voices, make and correct their own errors, solve their own problems, educate themselves, as all who are to be truly educated must finally do. Where others hear and forget, his students read and react. By reacting they learn.

I like the teacher who lets his pupils talk. The bore is hard to bear.

Social Studies Have Deep Roots

By CHARLES W. HEATHCOTE
State Teachers' College
West Chester, Pennsylvania

A FEW years ago a group of biographers arose who had as their aim to debunk biographical studies of outstanding statesmen and leaders of the past. In their eagerness they began their debunking process with leaders of an earlier date and for some unknown reason they refused to have anything to do with contemporary leadership. However, when some of these debunkers began to probe deeply into the documents and records which related to many of these leaders, as for example George Washington, they were indeed surprised and annoyed to find results which startled them. They found the verdict of history not only authentic but convictingly deep. Gradually the debunking era passed.

At the present time another group of writers is putting forth earnest efforts to bring about a new reform in the social studies. Their objective is to do away with social studies and history, and develop a comprehensive social science. The formula used is to consider history as myth and tradition because no one knows what it is. They claim that the present set-up of society finds itself faced with many problems which should be studied by a systematic plan of social science. Instead of history, sociology would be the means of analyzing and synthesizing institutional life.

To revise the social studies on the basis of these formulae is an utter impossibility. It destroys the possibility of scientific social philosophy. The premises are destroyed which prevent sequential and logical conclusions. Medical science

and legal jurisprudence recognize the value of the past in the preparation of these scientific formulae which are used in their present administration. Truly students of social institutions can learn a valuable lesson from these two professions.

In the revision of the content of social studies for secondary schools it should be clearly understood that efforts must be made to build up historical knowledge upon scientific premises. *History constitutes the core of the social studies.* The problems of contemporary society can never be understood nor solved partially unless the relationship of the present to the past is clearly evaluated. Not one of our problems of contemporary society has sprung to the fore without being closely related to past antecedents. Social studies revision under these conditions becomes progressive and not radical. The evolution of social institutions is so clearly axiomatic that it needs no apology. Historical and archaeological research which are slow and at times discouraging are helping us to organize historical content more scientifically and thereby furnish the base for real revision. These are the objectives of scientific revision of the social studies.

Recovery's *Good Samaritan*

By C. M. JANSKY

Professor of Electrical Engineering
University of Wisconsin, Madison

This is an answer to the article styled "Recovery's Frankenstein" published in the January 6 issue of this magazine.

SCHOOLMEN are irritated by the charge that present day teaching is ineffective. As I have been a teacher most of my life, naturally my sympathies are with the schoolmen, but when I read the teachings printed in the Journal of Education under the heading, "Recovery's Frankenstein," my natural sympathies are suddenly cooled, and I begin to wonder if the schools' critics are not at least partially justified.

In the article mentioned above it is said: "The steady progress of technological improvements, the steady progress in productive efficiency spell out the story of an increasingly acute unemployment problem." In my lexicon "technological improvements," etc., spell out just the opposite.

The notion that improved machinery creates unemployment is not new. It is as old as the machine itself, and it is just as false today as when it first secured lodgment in man's mind. This notion is a conclusion based on the sequential nature of technological development and the economic depression, and has just about as much validity as Chanticleer's assumption that his crowing caused the rising of the sun. The sequence does not prove that the economic depression with its consequent unemployment is a consequence of "technological improvement."

If the present economic and industrial depression were the first in human history, the *post hoc ergo propter hoc* type of reasoning would appear valid, but in this country, from the starving time of the Jamestown colonists to the present, there have been several periods of economic distress, some more disastrous than the present one. None of these preceding crises could be charged to technological improvement.

Most assuredly the distressing panic of 1837 must have had some other cause. Manual labor was then the only means for providing economic security, and yet a journal of that period, "Common Sense," said "misery and starvation stare us in the face." But there is more cogent evidence that technological improvement is not the cause of prolonged unemployment.

The relation between the use of machinery and employment was discussed by Dr. Carroll D. Wright over forty years ago in his book "Industrial Evolution of the United States." On page 337 he says:—

"From 1860 to 1890, a period of thirty years, and the most prolific period in this country of invention, and therefore of the most intensified influence in all directions of their introduction, the population increased 99.16 per cent., while during the same period the number of persons employed in all occupations—manufacturing, agriculture, domestic service, everything—increased 176.07 per cent. In the twenty years, 1870 to 1890, the population increased 62.41 per cent., while the number of persons in all occupations increased 81.8 per cent. An analysis of these statements shows that the increase of the number of those engaged in manufacturing, mechanical and mining industries, those in which the influence of inventions is most keenly felt, for the period from 1860 to 1890 was 172.27 per cent., as against 99.16 per cent. increase in the total population.

If statistics could be as forcibly applied to show the new occupations brought into existence by invention, it is believed that the result would be still more emphatic."

More recent investigations show a similar ratio of increase in employment to increase in population in the period from 1870 to 1930 during which the population increased 218 per cent, while the gainfully employed increased 291 per cent.

Even the above analyses do not completely disclose the influence of "technological improvement" on employment. New industries have been created that have given employment to millions of people who otherwise would have been compelled to eke out a precarious existence on some hillside farm. For example, the automobile industry is a product of technology. The automobile came into common use with the development of automatic machinery without which it could not be built. Has technological improvement caused unemployment in the automobile and allied transportation industries?

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Let a man with immediate knowledge answer. W. J. Cameron recently said: "Four times as many men were employed by the Ford Motor Company, and five times more wages paid in the depression year of 1935, than during prosperity twenty years ago. And for every man directly employed in making the automobile, five more men are indirectly employed before or after it is made." Similar changes have taken place in the printing, shoemaking, and other industries. The fact is that unemployment is more prevalent in occupations which use few machines than in those most highly mechanized.

The inference that the increased use, or consumption, of electrical energy from 1921 to 1934 is causing unemployment has no basis in fact. That electrical energy is displacing human energy is a condition that should meet the approval of every benevolent person. It is true that electricity has contributed more to the lifting of the burden of drudgery from the backs of tired men and women than all the philosophical treatises composed since the time of Aristotle, but its use has not caused unemployment as a very superficial examination of facts will disclose.

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Without attempting to properly apportion the use of electrical energy among the different classes of consumers, it is sufficient to point out that a very large part of the increased consumption is in the houses of the people. In 1921 there were nine million domestic customers whereas in 1934 there were twenty million, which is an increase of over 120 per cent. But the increase in consumption is not due solely to an increase in the number of customers, but also to an increase in the average consumption of each customer. This increased consumption has been brought about by the steady decline in rates and the increased use of household appliances which are likewise a product of "technological improvement."

The use of electrical energy in industry has displaced not men, but antiquated methods of operation. The electrical furnace has displaced the gas and coke furnace in many metallurgical operations, the electric motor has moved the steam engine from the factory to the central station, and the electric lamp has displaced inefficient forms of illuminants, but none of the services performed by these electrical devices were at any time performed by men. Furthermore, the machinery necessary to generate and distribute this increased output of electrical energy had to be manufactured, installed, operated and maintained. Transmission lines, distribution lines, etc., etc., had to be built. Human labor was necessary for this work, and were it not for the government's harassment of the utilities, the electrical industry would be the vanguard of recovery.

The electrical industry is par excellence, the product of technology. The discovery of the principle of electromagnetic induction has throughout the years created more jobs and improved man's well-being more than most, if not all other industries. Its future contributions to the benefit of man depend upon and can be made fruitful only by further technological improvements. Thus to assert that "technological improvement" in the electrical industry "spells out the story of an increasingly acute unemployment problem" is a paralogism of the first magnitude. Technological improvement is not Recovery's Frankenstein but its Good Samaritan which should be cherished.

A new age has come. Its trends no man can forecast, but the spirit of America, our love for our children, and our faith in the validity of education and the equality of educational opportunity lies at the centre. Let us accept the challenge of the new day by protecting and developing our children.—Willard E. Givens, Secretary, National Education Association.

One of God's Birds

By G. A. MILORADOVICH
Cambridge, Massachusetts

Awarded Second Prize in The Journal of Education's Third Annual Short Story Contest

THERE was not a sound in the classroom except the even flow of Miss White's voice; the pupils sat up straight behind their desks and fifteen pairs of eyes looked solemnly at the teacher as if trying to catch sight of every word that fell from her lips. The sunshine of early spring poured through the clean, high windows over fair, dark and red heads, but not one of them turned; each boy and girl present was too much absorbed in what was happening to think of anything else.

"I cannot order you to turn out your desks and pockets," declared Miss White, "but I hope that you will do so of your own free will. Alice's wrist watch was a birthday present, given to her only yesterday, and I am sure that all of you are as anxious to find it as she is herself. You helped her to look for it in the playground when she first discovered her loss, now I am asking you to look for it here."

The listening silence was broken at last by a murmur of assent; Miss White left her seat and walked slowly between the row of desks, watching the search. Many of the boys turned out their pockets for her inspection and the girls emptied their bags.

Mary Adams, who sat next to Alice, methodically took out the contents of her desk, piled them neatly on the bench beside her, shook out the paper-lining and smiled up at the girl who had lost her watch.

"It isn't here," she said regretfully.

No answering smile brightened Alice's face as she remarked significantly: "I didn't think it would be. Whoever took it has had time to hide it away where it can't be found."

"Oh!" was all that Mary said, but the exclamation expressed such deep hurt and amazement that Miss White said sharply: "Alice, you have no right to make hints like that! I cannot allow you even to suggest that your watch has been stolen."

The tears came into Alice's eyes; she burst out: "Somebody must have taken it! I'm certain I did not drop it in the playground or on the way there. I took it off right here and showed it to Mary; she just ate it up with her eyes . . . oh, she was envious all right, I could see that! . . . and when I put it back on my wrist I must have forgotten to snap the catch tight, and so——"

Mary sprang up. "Miss White! Don't let her talk like that! It isn't true—it isn't! I didn't touch her old watch! I did think it might have slipped into my desk, but look—look for yourself! . . . it isn't there . . . and here's my bag . . . open it, please . . . please . . . look for yourself . . . let her look . . . I—I——" She sank down on the bench a little heap of misery, and burst out crying.

It was some time before the teacher could restore order in the classroom.

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Mary was an orphan and a State ward. There was no one in the world on whom she had a claim except the government, and it had been kind to her when she was quite a small child. At the Orphanage she had never suffered from a sense of loss or inferiority; all the children there, like herself, knew no other home.

But the members of the committee decided that when the children reached school-age they would be better off in private homes of good standing. Mary was taken in by Mrs. Allister, whose own daughters were away at College, and the orphan went to school with girls who were mostly from prosperous, happy families.

Mrs. Allister meant to be very kind to Mary, and honestly thought that she was showing Christian charity to a poor, homeless waif. Unfortunately this attitude of mind showed itself too plainly in the lady's manner to the girl, who grew more and more sensitive every day.

Mrs. Allister expected Mary to help her out in the housework; this was all very well to a certain extent but the mature, healthy woman demanded too much of a growing school-girl. Mary was naturally bright and eager to learn, but lately she was behind in her school-work.

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Mrs. Allister was having a tea-party that afternoon and pressed Mary into service as soon as she came back from school.

"But what is the matter with you, dear child?" she asked. "You're not fit to be seen. All mussed up and red-eyed! I hope you haven't been quarreling with your schoolmates. You must never do that. It is so important for you to make friends. Now, run upstairs, dear; change your dress and tidy your hair."

Mary was wearing a gown of Mrs. Allister's that was too tight for her and had been made over to fit the girl's thin little figure, but it could never be made to suit her. It was not a girlish dress; the sleeves were baggy, slit from shoulder to elbow and finished off with a long, tight cuff; as Mary pulled it off something fell from the right sleeve and slipped on to the bed. . . . It was Alice's wrist watch.

"Mary—Mary, hurry up, my dear!" called Mrs. Allister from below, and the girl pushed the watch under her pillow and made ready to go downstairs.

All the rest of the day while doing chores and trying to study, and all night while trying to sleep, Mary thought over her problem, tried to assure herself that there was no problem after all, that she had only to give the watch back to Alice and explain how it fell into her sleeve. Explain . . . there was the rub! Would Alice or anyone else, including Miss White, believe that queer story? The whole class, and the teacher, too, would consider her a thief touched with tardy repentance; even her own conscious innocence would not be able to save her from feeling utterly miserable and ashamed.

However, she wrapped the watch up carefully, put it in her bag and determined to do the right thing; but she was slow in getting breakfast that morning, and broke a cup while she was washing up.

Mrs. Allister chided her gently: "My dear child, your fingers are all thumbs! Do try to be more careful and to be more cheerful. No one likes a sulky girl! Now, now, run along to school or you'll be late!"

She *was* late. Miss White regretfully and without comment put a tardy mark against the girl's name while Alice whispered to Mary as she took her seat: "It isn't much good to you, after all!"

Mary pretended not to hear, but she did not give the watch back to its owner.

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The next few days and nights were for Mary long stretches of misery. Miss White puzzled over the change in her pupil and came to a conclusion that was very near the truth.

At the first opportunity she told the class the old German story of the maid who was sentenced to death for the theft of her mistress's jewels, but was saved on her way to the scaffold by the appearance of the real thief.

"A jackdaw flew past and dropped a ring at the feet of the Burgomaster who knew it for one of the stolen gems. And he marveled greatly, and marked the flight of the bird to its nest in a high tree. Then he ordered an agile youth to climb the tree and search the nest wherein were found all the lost jewels; and the people rejoiced, saying: 'One of God's birds has saved an innocent maiden.'"

For a moment no one spoke, then Alice said: "Perhaps a jackdaw flew off with my watch. I don't mean that exactly, of course."

"But something equally strange may have happened," said Miss White, and then the bell rang.

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Mary lingered near Miss White's desk on her way out that afternoon.

"What is it, Mary?" the teacher asked in a pleasantly casual tone.

"Miss White, I—I want . . . I——"

"You want to tell me a story about Alice's watch that is almost as unbelievable as the one I told you just now. Go ahead, dear; I am longing to hear it."

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When she gave the watch back to Alice Miss White explained how it was lost, but did not mention the name of the girl who had found it.

"I know who it is," said Alice, "and it is my fault that she did not give it back right away. I'll go and tell her so."

"Don't do that," advised Miss White. "Wait till she tells you all about it herself."

Alice did not have to wait long.

Next of the Prize-Winning Stories will be "Knight in Tinfoil" by John T. Brooks

A Boy Gets "D"

In place of the usual gleeful gnome
A lad with legs of lead lags home,
A card in his hand. An accusing "D"
Bespeaks to his parents his infamy.
He had tried for an "A," but alas for his youth!
His efforts were feeble, his spirit uncouth.
And so he goes home with a card marked "D"
And a stone in his breast where his heart ought to be.

—Excerpted from "The Brooklyn Teacher."

REPRESENTATIVE SCHOOL SYSTEMS

Newark

By JOHN H. LOGAN
Superintendent of Schools

STANLEY H. ROLFE, Deputy Superintendent

EUGENE S. FARLEY, Director of Research

NEWARK is an industrial city with a large population in a small area. The area of the city is approximately 24 square miles and the population was 442,000 in 1930. Within the limits of this city there are 18,250 persons per square mile.

These facts give some idea of the educational task confronting the Newark schools. It is the job of the school to provide educational opportunities for children who between the ages of fourteen and twenty-five will enter employment in the professions, business offices or industrial plants.

Before the depression large numbers of the boys and girls secured employment at fourteen. During the depression, however, juvenile employment almost disappeared and children remained in school until they were sixteen. This situation has caused high school enrollment to jump from 9,423 in 1929 to 16,908 in 1935. This tremendous increase has given rise to new problems and has made old problems more acute. It has forced a recognition of educational problems that existed for years but did not seem to be acute until the present.

Individual Differences

Although differences in the ability of children to do school work have always been recognized, the inflexible school programs are based upon the assumption that all children are able to benefit from the same school work provided they are given enough time. This does not appear to be true. The school work that is too easy for one child is too hard for another. If all children are given the same work, some will get by without effort, and others will become discouraged by constant failure. Neither child will develop to the fullest those traits of character and personality that the schools endeavor to develop, nor will either child gain skills and knowledges in proportion to his ability.

Recognizing that the fullest all-round development of the child depended upon the proper educational program, every effort has been made in Newark to construct a program that can assure the proper development of all children.

The Activity Program

The first attempt to broaden the curriculum and to adapt it to all pupils was made in the primary grades. In 1929 an age-grade survey showed that the work of these grades was so poorly adapted to the abilities of children that half of them failed to gain a promotion before they finished the third grade and over a quarter of them failed at least once in the first grade. These figures indicated that the work was beyond the abilities of the children and that some change was desirable. To reduce the maladjustment and to assure fuller all-round development, an activity program was introduced in the first three grades.

This program is organized around units of work which are intended to aid all pupils to attain the following ends:—

I. Development, through guidance, of worthy social attitudes and behavior.
II. Development of desirable individual aptitudes, interests, and personality traits.
III. Command of basic skills and knowledges in reading, writing, arithmetic and spelling.
IV. Attainment of a sound, healthy body and normal mental attitudes.
V. Experience in manual skills and a knowledge of their significance in social and industrial life.
VI. Provision for activities leading to desirable leisure and recreational interests.

Activities that will help pupils to develop all of these qualities must be varied and opportunities must be given for children to assume responsibility for initiating and planning classroom activities. Without this freedom they will lack the opportunity to work together or to develop individual interests.

The activity program also leads children into the use of numbers and books. It stimulates interest in these subjects and thus prepares the child for formal instruction in the "three R's." Experience has shown that these skills can be developed most effectively when children have atttained adequate maturity and some interest. The activity program, therefore prepares for formal instruction while it gives the child wholesome opportunity for the de-

velopment of social and individual interests.

Social Studies

The ever increasing complexity of modern life makes it necessary that the schools help the child to gain an intelligent understanding of our civic and social life. Without this understanding the child is ill prepared to adapt himself to ever changing conditions, and cannot act intelligently in civic affairs. To prepare the child for future responsibilities the social studies in Newark have been modified and extended so that children study at first hand, as well as in books, existing social problems and institutions.

In the primary grades the activity program provides experience in social living and thus contributes to better personal relations and to co-operative effort in the solution of school problems. In the upper grades opportunities for self-government are sometimes provided through student organizations that are responsible for maintaining the welfare of the class and the school. These clubs give the children opportunities to share in their own school government and thus prepare them for active citizenship. This type of activity is confined to school affairs, however, and it is necessary to extend the child's knowledge beyond the school by means of the social studies.

In Newark we have endeavored to provide a broader experience by organizing units of work around four basic themes:—

1. Man's Adaptation to Environment.
2. Man's Increasing Control of Environment.
3. Man's Progressive Development.
4. Man's Interdependence.

Although units of work will touch upon all these themes, it is anticipated that "Man's Adaptation to Environment" will receive the greater emphasis in the primary grades, and that the "Control," "Development" and "Interdependence" will be emphasized in the junior high school grades.

JOHN H. LOGAN

To assure a gradual development of social understanding, themes for each grade are specified and teachers develop units of work within these themes. The grade themes begin with the child in his immediate environment and gradually expand his horizon so that he will sense and understand the ties that bind people together and the institutions that have developed. This will give a broad perspective—the elements of present day life will be seen in their relation to each other, and the present will be seen as the outgrowth of the past and the forerunner of the future.

Special Schools

Newark pupils who are unable to profit from the program of the regular schools or who are seriously handicapped have for years been provided for in special schools and classes. In these classes special equipment is furnished and special methods are used.

Crippled children are cared for in the well equipped Branch Brook school. In this building children with serious physical handicaps are given special consideration. Corrective exercises and treatments are provided along with instruction in the usual school subjects. Recreational opportunities suitable to these children are provided, and because all of the children are handicapped physically the school offers opportunities for free play without the consciousness of handicap that is felt when those children play with normal children.

The open air school is designed to care for children threatened with tuberculosis. Special equipment is at hand and the entire school program is intended to strengthen the children and re-habilitate their health. Two meals a day are served in the school in order that the proper feeding may be assured. Violet ray treatments and a rest period in the open are given daily. All scholastic instruction is individualized and every effort is made to avoid nervous strain.

Binet schools and classes have for years provided for those pupils who because of extreme scholastic inability do not benefit by instruction in the regular classroom. Special classes in the regular schools are provided for children below twelve years. Binet pupils over twelve years of age are sent to four centres. The scholastic program of these schools is adapted to the learning ability of the pupils. Every effort is made to arouse interests and develop character by a well-rounded program that emphasizes social adaptation, good attitudes and the development of manual and scholastic skills. It has been found that children entering these classes all too frequently are doing scholastic work that is below their capabilities. By the careful planning of instruction the achievements of these children are raised to the level of their ability.

Two special schools also provide for problem boys. Boys are sent to these schools after every attempt to help them in the regular classes has failed. In these schools the boys work in small groups and are given greater opportunities to do manual work in the shops. Lunches are prepared and served by the boys and they assume responsibilities for maintaining the appearance of the school. Experience shows that many a boy becomes adjusted and acquires new attitudes under the personal guidance that is possible in these small schools.

INDIVIDUAL WORK IN KINDERGARTEN

Adjustments in the Regular Schools

In addition to providing special schooling for extreme cases, ever increasing attention is being given to the children who are slightly maladjusted in the regular schools. Pupils of superior, average, and inferior abilities are included in this group. With the superior pupils we endeavor to broaden the program and raise the standards of work which are acceptable to the individual. With the slower students we try to adjust the work so that continuous development will be assured, and the discouragement of constant failure avoided.

Adaptation of the work to pupils of varied abilities and needs requires a considerable knowledge of the pupil, and adjustments of the educational program. Flexibility is provided by the activity program and by organizing the class work into units. This organization permits adjustments of content and method and thus makes possible a more adequate provision for pupils of varied abilities. To make available information that is necessary for guidance, cumulative records have been kept for each pupil. These records include data relating to achievement, mental ability, background, educational ambitions, character traits and special interests. Much of the data is secured through the observation of teachers but this is supplemented by objective measures of achievement and scholastic ability.

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The high schools have attempted to adapt their work to pupil needs by means of differentiated courses of study. The English course of study is set up on three levels. One is for pupils of high scholastic ability, another for those of average ability, and the third for pupils with little ability. Several attempts have been made to develop general courses in mathematics for pupils who cannot profit from the usual instruction in algebra and geometry. This course combines practical arithmetic with concrete illustrations of mathematical principles.

At present committees of high school principals and teachers are endeavoring to develop a complete educational program for slow-learning pupils who are maladjusted in the existing high school courses.

The Art High School

An unusual opportunity for the development of artistic or musical talent is offered in the Art High School. The usual academic subjects are supplemented by a well planned program of art instruction. This includes both fine and industrial arts, music, dramatics and household arts. Training in the fundamentals is assured but serious creative work is encouraged.

The school has been successful in giving to children of special abilities a type of training that is not usually offered in the high school. Exceptional talent has been discovered and developed in a number of pupils, and a finer sense of appreciation has been developed with the less talented. These less talented pupils have also developed skills and interests that will enrich their future lives. They have acquired a possession that will provide constructive recreation and amusement for years to come.

School Libraries

The broadening of the school activies and the development of units in the social studies has made reference to many books necessary. The units of work bring in many different points of view, and reading in many different books is necessary. To provide opportunities for this reference work, libraries have been organized in most of the elementary schools. Six schools have permanent libraries, and

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temporary libraries have been organized in thirty other schools. These temporary libraries have been made possible through the use of WPA workers. The schools have assembled as many books as they could secure and WPA workers have been trained to manage the libraries.

A professional library was established in the Board of Education building in 1929. This library has been invaluable in keeping the administrative and supervisory offices abreast of educational thought. It is doubtful if much of the professional work could have been undertaken without the services offered by this library.

Visual Instruction

Since its organization in 1918 the Department of Visual Education has steadily increased its film library and extended its services to the schools. At present there are available for use in the schools 1,400 motion picture films, 425 still films, 1,400 film slides, and over 18,000 slides. These relate to all subjects but have proven of particular value in the social studies. They reveal to the children modes of living among different peoples, and give an understanding of the means by which people secure their sustenance in different portions of the world. They stimulate interest and give greater meaning to classroom discussion. They are a means of broadening the child's horizon and cultivating his imagination.

Recreation

One of the greatest advances made in Newark during the past seven years is in the recreational opportunities offered to children and adults. During these years the whole concept of recreation has been expanded. Recreation was originally conceived of as organized sports and physical activities. Today it has expanded in function to provide for all types of recreational and avocational activities. Hobbies are developed, instruction in dancing is provided, discussion groups are supplied with leaders, and languages are taught to small groups. It is the present polity of the Recreation Department to provide leadership for groups formed by the initiative of interested persons.

To insure these opportunities the number of all year receational centres has been increased. In 1928 there were only six of these centres whereas in 1936 there are thirty-two.

Home and School Relations

One of the most significant gains has been in the relations between the home and the school. During the trying years of the depression a conscious effort has been made to secure closer relations. A number of schools have formed parent-teacher groups, and others have invited parents to visit the schools each week or each month. Child study groups have been formed and have been given competent leadership. These various contacts have led to greater co-operation and better understanding of the common problems of the home and the school.

Pedagogical Pennings

By R. L. HUNT

No. 15—Supervisors

WE have super-service, super-quality, super-A, and Super-X in the commercial world. But, what about super-visors in the pedagogical field?

Webster tells us that supervision is the act of inspecting with authority. Dissected the two words appear somewhat differently. Super means over, beyond, above. Vision means the act or faculty of seeing, perception of mental images, or something seen in a dream or trance. The legal set-up of the school organization gives the supervisor certain authority. Shall we conclude that this combined with the ability to dream, or to see images, presents a word picture of the supervisor?

Why the super idea? Certainly the authority invested is not based upon any superhuman qualities. The dreamer is not a super individual. Shall she demonstrate good teaching? Is her job entirely that of conferences with teachers to improve instruction? Authorities disagree. The writer believes that the idea advanced that the supervisor should function only to the extent that she is able to sell her ideas to the teacher is a good one. The difficulty is that this policy would either require too much educating of teachers, or increase the unemployment problem among supervisors.

The writer's idea of supervision, from the superintendent's viewpoint, is this—Select teachers who know more about their particular job than anyone else in the school, give them a general outline of what seems to be the minimum essentials, tell them frankly that they are to use their own knowledge, judgment, and individuality in developing the material, that they are to teach children and not texts, and then rely upon the best available tests to determine the degree of success obtained (that is if one is super-statistically minded). Don't raise the embarrassing question as to how one shall know that

the teacher selected is the best, or that the teacher-in-service gets the best ideas in summer school. These are administrative secrets. The subject is, or was, supervisors.

From a Schoolman's Diary

By FRANCIS READ

A High School Principal

Mating Instinct

For several Sundays I have been discussing the mating instinct with my church school group of high school boys. We have taken up the prevalence and intensity of this instinct in the animal world and among humans. We have dealt with its various manifestations among adolescents.

We frankly discussed such subjects as perversion, control, and sublimation. The boys were greatly interested from the start.

At the end of the series of discussions I asked the boys about the desirability of bringing these matters before the students in general at school. The feeling was that it would be wise to have the material presented. The boys thought that the discussions should be before the boys and girls separately, and in small groups. They suggested that the physical education classes would be the proper place to deal with these matters. I believe that their advice was good, and am planning to follow it.

In my opinion the teaching of the biological aspects of the reproductive process may well be postponed until after the high school age. But adolescents have to deal with this mating instinct as a most vital force in their lives. The nature of this instinct, its manifestations, its control, and sublimation—these are matters that have an essential place in a high school program. If we neglect them, we are plainly derelict in the performance of duty.

The Lazy Way

"My daughter is very musical and used to play the piano. She made splendid progress until we bought a radio. Now she spends so much time listening to music broadcasts that she neglects her practicing. She can't get ahead in that way." A fond father was telling me about his daughter of sixteen.

There is a strong tendency for boys and girls today to be *listeners* and *observers* instead of *doers*.

Instead of engaging in dramatics, the young folks go to the pictures; instead of writing poetry, letters, and stories (except as required at school), they are reading books and magazines; instead of taking part in athletics, most of them are sitting on the bleachers. The girls get their dresses at the store instead of learning how to make them. The boys call up the carpenter when some repair is needed about the house instead of getting busy with hammer and saw.

The more ambitious and capable boys and girls, having obtained ideas and ideals from the helpful material spread out before them, will press on to high individual achievement. But the lazy and self-satisfied will be content to receive and absorb.

Boys and girls will not get a proper development by having everything done for them. They must learn by doing; there is no other way.

WINSTON FLASHES

PROBABLY the only cavern in the world in which musical sounds are produced by the wind is Fingal's Cave on Staffa Island, one of the Hebrides off Scotland. It was during a visit there that Mendelssohn was inspired to write his overture "The Hebrides."

MOST important educational trend is believed to be the new regraded curriculum in arithmetic, whereby much of the subject matter of Grades 3, 4, and 5 is moved up half a grade. By means of this plan THE NEW CURRICULUM ARITHMETICS (Brueckner *et al.*) facilitate learning, reduce failures, and provide additional socializing experiences which greatly enrich and vitalize the work.

RECENTLY a law was passed in China prohibiting the Chinese from reading Lewis Carroll's ALICE'S ADVENTURES IN WONDERLAND.* Lawmakers explained that because the book portrays animals that speak, it is blasphemous. "A blasphemous law!" declare Carroll enthusiasts. "There should be a law making it compulsory for everyone to read ALICE." *One of the 35 titles in THE WINSTON CLEAR-TYPE POPULAR CLASSICS. Do you have the complete list?

ANALYSIS of reading ability of 5,354 pupils in 16 New York City high schools revealed the following: 15% were below fifth grade level; 21.3% were at fifth grade level; 35.6% were at sixth grade level; 19.2% were at seventh grade level; 8.9% were at eighth grade level or above. The pupils examined were selected on the basis of an intelligence quotient below 90. Winston representatives report similar situations in all sections of the U. S. Ideal for use in diagnostic and remedial reading instruction are SCOUTING THROUGH, PIONEER TRAILS, and THE ROUND-UP.

BUSINESS is going to the dogs—to the 15,000,000 dogs in the U. S. Daily feeding cost, $1,500,000.00. Add cost of veterinary services, collars, kennels, etc., and the aggregate dog bill reaches $600,000,000.00 a year.

INTERESTING is the origin of the word *stogy* — a long, coarse, slender cigar. According to THE WINSTON SIMPLIFIED DICTIONARY, Advanced Edition, stogy is a contraction of the word Conestoga. The name was given to cigars smoked by drivers of Conestoga wagons plying between Wheeling and Pittsburgh. Are you and your pupils using "The Modern Authority"? There is an edition that exactly fits your needs.

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Reader Viewpoints

It Depends

Other comments on "A Fifth Grade Teacher and French" appeared on this page on March 2 and March 16.

Advice concerning the professional growth of any teacher should vary with the individual. A transcript of credits should be examined and the balance of "education" and "fundamentals" weighed carefully.

If a teacher comes from a Normal or Teachers College it is very likely that she is already surfeited with education. Then my advice to her would be to take courses in foreign language, English history, or science. She would probably need a background of knowledge within herself, upon which she could draw to enrich her teaching.

For example, our fifth grades study American history. How can the teachers interpret the Revolution to their classes unless they know English history? How much richer the class discussions on the Louisiana Purchase or the War of 1812 if the teacher has a good foundation in European history.

There is probably no supervisor of intermediate grades who has not noticed the increased richness of reading classes when the teacher has a wide knowledge of literature, history, science, or some knowledge of music and art. These things do have a direct bearing on a teacher's work as great, if not greater, than all the principles, methods, and devices that are offered in education courses. A perfect knowledge of every phase of psychology is of less avail in a sixth grade room that is studying India than a background of history or a knowledge of geographical principles that could be applied to any country or section studied.

If the transcript of the teacher in question shows an overbalance of subjects taught in the traditional liberal arts college, and her teaching shows that she needs to bring up to date her methods in spelling or language or that she needs to know more child or adolescent psychology, it is the duty of the superintendent to advise her accordingly. There can be no doubt that these things are essential to good teaching. Their value should not be minimized any more than the fundamentals spoken of in the above paragraphs.

The professional growth of a teacher should be viewed, not only in the light of her teaching, but in the light of her life in the community. She should be able to take her place in the social, intellectual, and cultural life of the people whose children she teaches. Perhaps she should often be above them. Teachers have a tendency to lead a rather narrow existence and have the reputation of being unable to discuss anything not directly or indirectly related to teaching. It is not my intention to discuss the validity of this statement, but rather to make it as an opinion held by many outside our profession, whether right or wrong.

Perhaps the fifth grade teacher does not need to take any kind of study course, but would find it to her advantage to use the money on a season ticket to the symphony or the opera. It might be used for the purchase of some good books that she has not read, but which are being read and discussed by the general public. Time and money are also well spent on good magazines, at least one of which should be concerned with current events. What does it profit a teacher to have enough credits for two degrees and yet have to be told by a fifth grade boy that Congress voted Philippine independence many months ago?

SARA RIVES
Intermediate Supervisor
Covington, Kentucky

A Little Learning

Among the vast changes that are making over our civilized world is the decrease in illiteracy. In 1914, omitting English-speaking countries, Holland, Germany, and the Scandinavian countries, the nations ranged in illiteracy from 14 per cent. in France to 92 per cent. in Egypt and India. All but four of the other European countries had 50 per cent. or more illiterate. By 1935 illiteracy had been largely blotted out in Russia and Turkey. One of the most literate countries is Japan, where pedlars read books between their sales.

Over sixty countries had compulsory education. Egypt has built 500-700 new schools each year since 1923, when education became compulsory. Today, adult education of those who must deal with the new and complex problems that must find solution, is imperative if civilization is not to meet disaster. More knowledge of mathematics and science will do little to save the world if the obsessions held by the English-speaking peoples as to the efficiency of armaments push us any further in a mad naval race.

President Nicholas Murray Butler has uttered a profound truth: "The nations that are the most insecure are those most heavily armed."

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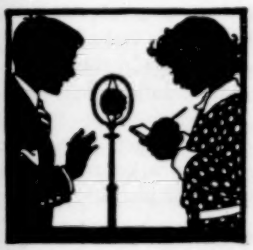

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Book Reviews

For Literature's Doortenders

THE TEACHING OF LITERATURE IN THE HIGH SCHOOL. By Reed Smith, Dean of Graduate School, University of South Carolina. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Any one who can impart the secret of teaching English and American literature to high school students so they will be inspired and not bored by it, deserves undying praise.

Of course there is no single formula or method that will work for all teachers. Dean Smith does not claim to possess any such magic. Out of a long and varied experience, he has discovered a number of guiding principles which, he is quite sure, can be employed successfully by many teachers.

Breaking through the crust of indifference to the mind and heart of youth is the hardest job of all. The author is keenly aware of this difficulty. Would that many teachers were equally so, in order that they might awaken sincere enjoyment of the priceless writings both old and new which constitute every American's literary heritage!

Here is much of practical psychology; much of clear, seasoned suggestion to aid the teacher of literature who admits the need of further guidance. And who does not? Only the ones with the corners of their mouths turned down from a belief that their teaching is all right and that the boys and girls are dumb.

• •

Semi-Inductive French

A FIRST BOOK IN FRENCH. By Philip H. Churchman, Clark University, Worcester, Mass.; Leland L. Atwood, Worcester (Mass.) Polytechnic Institute; Arthur R. Racine, Mechanics High School, Boston. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Teachers of modern languages have been clarifying their objectives of late; many of them reaching the conclusion that the chief aim of French study for Americans is the acquirement of reading skill, not a fluency in speaking or writing the language. This view at once subordinates French grammar to the position of a tool, not an end in itself.

The authors of this "First Book in French" have prepared an agreeable approach to the language through a series of lessons which introduce the learner to easily recognizable words—lessons designed to give familiarity with the spoken and printed word and sentence before the closer study of the language is attempted.

Again, a partly inductive method is employed in the discovery of essential rules.

This text is orderly and seems not to have thrown overboard any traditional way of doing merely because it is traditional. The student of this text should require less than the usual time to acquire facility in reading and listening to French.

• •

Trigalgebra

FUSION MATHEMATICS. By Aaron Frelich, Bushwick High School, Brooklyn, N. Y.; Henry H. Shanlolt, Abraham Lincoln High School, Brooklyn; Joseph P. McCormack, Theodore Roosevelt High School, Bronx, N. Y. New York, Newark, Boston, Chicago, San Francisco: Silver Burdett Company.

Blending of algebra with trigonometry has been found entirely practicable, and seems to do away with an artificial separation.

"Fusion Mathematics" is an ably written text. It is addressed to the student and adapted to his comprehension.

Triangles and graphs are introduced early and provide something substantial for algebra to cling to.

Through such an approach, the student learns to apply his mathematics to a variety and range of problems which could not be compassed with algebra alone. He develops mathematical power.

Much attention is given to the anticipation of answers and to other phases of checking. The best mathematicians are, in the first instance, excellent guessers. Then they verify their guesses by accurate ciphering. Finally—they recheck for small errors which the anticipated answer or the common sense check might not disclose.

This text is an encouragement to original work by the student. In some respects it breaks fresh ground in mathematical teaching for the secondary schools.

• •

Our Countrymen and Country

THE AMERICAN PEOPLE AND NATION. By Rolla M. Tryon, University of Chicago; Charles R. Lingley, late Professor of History in Dartmouth College; Frances Morehouse, Hunter College, New York City. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

To write a history text that is both chronological and topical presents a Gordian knot which has been neatly cut in this instance by an unusual device. The book is virtually nine books in one. Each of the nine books—called "divisions"—has its own foreword, frontispiece and table of contents. Each covers a given period of time. But within that period the narrative proceeds by units or topics.

The text is aimed at acquainting children of upper elementary and junior high school age with the growth of the American way of living as well as the development of those governmental institutions which have made the United States a nation.

It is altogether a most attractive volume which should make a happy introduction to an understanding of how and why this nation and people became what they are today—"today" standing not for complete attainment but a single stage in a continuing experiment in self-government.

• •

Woes of the "Hoes"

IF I HAVE FOUR APPLES. By Josephine Lawrence. Frederick A. Stokes Company, New York.

The Hoe family, whose experiences make up this truthful novel, are just one of many American families trying to live in luxury on an income that cannot be stretched to pay the bills. They seem to believe that two apples and two apples equal eight apples. So widespread is this fantastic notion of family finance that one wonders it has not been adequately mirrored before in popular fiction.

Some one has remarked that we are a nation of "financial illiterates," and the majority of us are. The reading of Miss Lawrence's realistic tale should start many a household thinking of some better way to secure happiness than by tying themselves to installment contracts which they have no hope of ever meeting.

The schools have grossly neglected the teaching of personal economics—the lessons of living within the available income until and unless it can be increased. Perhaps the general circulation of "If I Have Four Apples" will assist in creating a demand for practical courses in that subject. If so, the book will have fulfilled an important mission besides that of entertaining its readers and wakening some of them to the forming of more intelligent habits in their own domestic circles.

The News Digest OF EDUCATION

More Men

Male Teachers Are Shown Displacing Women

HARRISBURG, Pa.—A survey by the Department of Public Instruction indicated that men slowly are replacing women in the teaching profession in Pennsylvania. The State's schools had 2,931 more male teachers last year than five years ago, the study showed. In the same period the number of women instructors decreased 2,236. Although the trend apparently is in favor of men, their number constitutes only 25 per cent of all teachers employed in the State. Last year 47,043 women presided over classrooms, as against 15,281. Department officials said that higher salaries and adverse economic conditions were largely responsible in causing an increased number of men to turn to the profession. They pointed out the practice of some school districts of eliminating married women teachers also was a contributing factor.

Glass Schoolhouse

Modernized Plant First of Kind in U. S.

HIBBING, Minn.—One hundred and twenty eager youngsters trooped to "the little glass schoolhouse" when it opened here recently. There was no thought of hookey at the premiere session of classes in the $35,000 structure that afforded these modernistic features: An "electric eye" which automatically clicks the lights off and on in keeping with the amount of natural light streaming through the structural glass walls; scientifically regulated temperature and humidity; adjustable desks; green, brown, silver, and chromium plated furniture; a well-appointed playroom. Miss Ellen Boylan, the principal, said: "It should instill a love for the better things in life."

Married Teachers Win

ROCHESTER, N. H.—A year's controversy over the status of married women teachers in the Rochester schools has subsided. The school committee voted, 10 to 1, to issue contracts to eight women who have been teaching since September without contracts. Edward W. Belanger, who, more than a year ago, started the controversy, cast the dissenting vote. The married women teachers, fighting Belanger's efforts to oust them, carried their battle to the Supreme Court, which ruled that the school board could not bar married teachers until it has submitted such a rule to the State board of education.

President Defends His Policy of Educational Aid by Laymen

WASHINGTON. — A Presidential defence of Federal policies in school aid was accompanied recently by a promise that "if and when" the government enters into a purely educational program it will be directed by educational agencies.

President Roosevelt's views were disclosed by publication of an exchange of letters with Miss Agnes Samuelson, president of the National Education Association.

Urging that all educational activities sponsored by the government clear through the United States Office of Education, State education departments, and local school boards, she said this would maintain the integrity and responsibility of agencies "free not only from the reality but also from the danger of political infiltration."

Excerpts from the President's reply were:—

"If some of the activities of the government during recent years have seemed to some persons in the field of education to violate the principles defended in your letter, the reason is that these activities have not concerned education alone.

"Always there has been the element of relief. In fact, it has been the relief feature which has justified the Federal Government's supplying funds for programs so largely educational as have been the emergency education program, the emergency aid to rural schools, the program of college student aid, and in fact, the whole National Youth Administration.

"Will you not accept my assurance that if and when the Federal Government enters into any program of Federal participation in education where the sole, or even the primary, consideration is the advancement of the nation's education system, it shall be my purpose to avoid all division of responsibility and to expect the educational agencies, Federal, State, and local, to have charge of such a program."

Uprisings

Two Oregon Schools Find Students Incensed

ALBANY, Ore. — A college president's threat to close the institution against a "student dictatorship" and the ouster of a high school superintendent have brought student rebellions at two Oregon schools. The student body of Albany College, a Presbyterian school, divided into two factions over the assertion of President Thomas W. Bibb that a "ruling minority" exercised an "unwholesome influence" upon the students. At St. Helens, 100 miles north of here, all but 21 of 400 high school students deserted their classrooms, protesting the failure of the board of education to renew the contract of Superintendent J. R. Austin.

City College

Move to Change Boston's Teacher College

BOSTON.—A bill recently passed by the Boston City Council calls upon Mayor F. W. Mansfield to confer with Superintendent of Schools Patrick T. Campbell upon the feasibility of changing the status of the Boston Teachers College. Until such time as the present slack of approximately 1,000 unemployed teachers has been taken up, the plan is to convert the college into a city college. It was also urged that the facilities of the city's schools be further placed at the disposal of adult education groups. This would permit the 300-odd school buildings in the city to be used for extension courses for adults during the late afternoon and evening.

Many Supervisors Said to Be Merely Playing at Education

NEW YORK. — School supervisors, with their attention riveted on theoretical "will o' the wisps" rather than the needs of the children, are just "playing at" being educators, Professor Rudolph D. Lindquist, of Ohio State University, told 500 superintendents, principals and department heads at a conference here under the auspices of the department of supervisors of the National Education Association.

Professor Lindquist, who is president of the department, said that supervision had existed in a "twilight zone" between teaching and management. Supervisors, he held, had been "too much like the medicine man who used to come to town and sell panaceas for all human ills."

As turned out by teacher training institutions, prospective supervisors were versed in "everything but education," said Professor Lindquist. He urged that a curriculum be devised which would give candidates for supervisory jobs an understanding of the human material with which they would work, in terms of biology, physiology, neurology and psychology, as well as of academic procedure.

When instructional leadership begins to make itself felt, Professor Lindquist asserted, "we shall be rid of some of the crazy-quilt arrangements that now pass for school organization."

First Returns

Visual Instruction Survey Well Under Way

WASHINGTON.—First returns of questionnaires for the National Visual Instruction Survey sent to 21,000 city and county superintendents of schools and principals of private high schools throughout the United States have been received in the office of education. Dr. Cline M. Koon, specialist in Radio and Visual Education, and Director of the Survey, announced that approximately 1,000 returns have already been received. The first questionnaires returned within one week of mailing by the Office of Education reveal use of visual aids of various kinds in many public and private schools. Superintendents and principals of schools quite generally, however, report insufficient budgetary provisions for visual aids, and insufficient training of teachers in their use.

How It Figures

Collegian Crams Plenty Of Action Into 4 Years

TUSCALOOSA, Ala.—Completing a required number of hours is only part of the things a student has to do before being awarded a college degree according to Hubert Shaddix, of Athens, Alabama, undergraduate at the University of Alabama. He cited these figures: The average four-year student has read more than 450 miles of printed words, if placed end to end. He has written more than 6,000,000 words—estimated to run 200 miles. He has gone to 2,304 classes, consumed 125 gallons of milk and approximately two and a fourth tons of food, used 54 pounds of soap, and nine pounds of tooth paste, walked 3,000 miles, slept 7,680 hours, and sat 12,000 hours.

Freshman Tastes

LOUISVILLE, Ky.—Recent surveys at the universities of Louisville and of Minnesota revealed that freshmen prefer as reading material books and articles that bear on their own personal problems of health and psychological adjustment. They want hints on personal hygiene, self-improvement and getting along with other people. After that they are interested in questions of war and peace, in sex, college, crime, and science. The familiarity of a topic and its personal bearing are the main factors in determining the freshman's interest, according to the Louisville study. On the other hand, unfamiliar and abstract subjects, especially those involving "invisible and seemingly unconquerable powers," such as industrial conditions and the money market, are found seldom to pique student curiosity.

Speech Examined

Smith Freshmen Take Test on Speaking

NORTHAMPTON, Mass. — A survey of speech of the 456 freshmen at Smith College who have not elected a course in spoken English was made recently by the department of English. In the past, all entering students were required to take an examination in spoken English. Those who failed were required to take a course in that subject during their first year. This requirement no longer exists, although the tests are still conducted. Instead, at the end of the examination each student is given a brief oral criticism and an opportunity to discuss her problems with one of the examiners. Whether or not she decides to elect a course in spoken English is her own responsibility.

Reappointed

Dr. McGinnis Remains With Perth Amboy Schools

PERTH AMBOY, N. J.—Dr. William C. McGinnis, superintendent of local schools, has been reappointed for another term of five years, at an annual salary of $7,500. In addition, Dr. McGinnis has lately been serving as Assistant State Director of WPA educational activities.

Graves to Fight

Wellesley Committee Demands Resignation

WELLESLEY, Mass.—An ultimatum to Dr. S. Monroe Graves, superintendent of Wellesley schools since 1914, calling for him to resign, has been approved by the Wellesley school committee. Should the superintendent refuse he will be dismissed, it was learned, this action to take effect at the close of the current school year. Isaac Sprague, Jr., chairman of the committee, stated in a letter: "The school committee has found that the superintendent has been unable to handle problems in school administration satisfactorily, particularly with regard to relations between the junior and senior high schools." Dr. Graves denied these charges and said that the attempt to oust him is illegal. He declared he would not resign and if dismissed would carry the battle to the State supreme court.

Estate Prepays

Million Goes To Aid Florida Schools

JACKSONVILLE, Fla. — Executors of the estate of Alfred I. duPont paid recently to the State Controller, J. M. Lee, $1,000,000 "to be applied upon the estate tax which may finally be determined to be due and payable under Florida law." The controller joined the executors in announcing that the payment was made at this time to aid Florida's public schools. They agreed that if the amount of estate taxes finally determined to be due was less than $1,000,000, a refund would be made. Informed persons have said that it will probably run several million dollars. Mr. duPont, a retired industrialist and philanthropist, died here April 29, 1935.

College Hikers

COLUMBIA, S. C.—With objectors shouting, "What would our college boys do?" the South Carolina House of Representatives recently voted down a bill which would outlaw hitch-hiking.

World Faculty

Summer Session Unusually Cosmopolitan

CAMBRIDGE, Mass. — Scholars from thirty universities and other educational institutions in the United States, Europe, and the Orient will be members of the faculty of 140 at the Harvard Summer School, July 6 to August 15. In connection with Harvard's Tercentenary, the school has undertaken the most varied program of its own sixty-six years, offering nearly 200 courses in the arts and sciences and a special series of lectures, concerts, and excursions as well as chorus, orchestra, and dramatic participation. Most of the courses are open to men and women, all may be counted by undergraduate or graduate students toward degrees, and there are no formal requirements for admission.

N. Y. A.

166,347 in High Schools Aided by Jobs

WASHINGTON. — The number of needy high school students being aided by the program of the National Youth Administration totals 166,347, Aubrey Williams, N. Y. A. director, stated. These students are receiving a maximum of $6 monthly for part-time work supervised by school authorities. Coincidentally, Mr. Williams announced that 118,889 college students and 4,781 graduate students are being enabled to continue their education through N.Y.A. aid, making a total of 290,817 students who are receiving direct benefits from the program. Although in a few instances aid is given to needy high school students who are maintaining high scholastic standards without requiring them to work, nearly all of those participating are now employed at tasks useful to the schools and communities, Mr. Williams explained. In most cases, the students are members of relief families, but others whose needs are equally great also receive assistance.

Bigger Alphabet

Expert Would Add Fifteen More Letters

PORTLAND, Ore. — After teaching 1,000,000 persons to read and write, Dr. Frank C. Laubach believes one could learn the English language in two weeks if the alphabet had fifteen more letters. "We need about forty-one letters to establish a uniform system of spelling," said Dr. Laubach, who spent thirty-five years establishing alphabets for the Filipinos. "For instance the letter 'A' is pronounced eight different ways. We would have to have a new letter for every sound." There are thirty-six sounds in the English language, he says. No living person can pronounce every word in the Oxford dictionary. "Ninety-five per cent of the languages of the world are spelled phonetically and if we could revise English accordingly it would become the language of the world much more rapidly." Dr. Laubach said he realized that tremendous revision would be necessary to accomplish such an objective "but it is not hopeless."

U. S. and Canadian Students Near Border Hold Parleys

HOULTON, Me. — The phrase "hands across the border" has taken on a new meaning for students of the Woodstock High School, of Woodstock, New Brunswick, Canada, and of Ricker Classical Institute, at Houlton, Maine. History and social science classes of the two schools recently held the first of a series of joint meetings to discuss current problems of mutual interest to the United States and Canada.

Because the institutions are located in towns on the border, the problem of frequent meetings is not a difficult one.

Selection of the topic to be presented at the first meeting was made a part of the regular class work in history and social science in the two schools. The pupils were unanimous in selecting for discussion the new American-Canadian Trade Treaty. A student from each school was chosen to present his country's viewpoint.

The educational systems of the two countries also were compared, with special attention to the methods of teaching history. An American student explained what he had learned regarding Canada in his study of American history. The Canadians then expressed their views on the soundness of the teaching.

The new international project is directed by Arthur Inch, instructor in history at the Woodstock school, and Franklin Moore, head of the social science department at Ricker.

New Publications

1936

HEALTH

Health-Happiness-Success Series

By Burkard, Chambers, Maroney

READING

Guidance in Reading Unit

Grades 1, 2, 3

By Grace E. Storm

HEALTH—The Health-Happiness-Success Series by ***Burkard, Chambers, Maroney*** has been so widely used and so universally acceptable that the publishers are presenting new texts with the same series title and by the same authors. These new books are now available for grades four, five, and six. The books for grades three, seven, and eight will be off the press shortly.

READING—The Guidance in Reading Unit of the ***Child-Story Program*** comprises basal reading books for the first three grades. First-hand experience with classroom problems has enabled the publishers to provide the type of program and books that meet classroom requirements. Complete provision has been made in this unit for the right selection of content, a controlled vocabulary, and strict observance of the mechanical aspects of reading.

Examination copies available upon request

LYONS & CARNAHAN

76 NINTH AVENUE **NEW YORK, N. Y.**

English Educator Has Plan for Consolidated Schools in Cities

LONDON. — Extermination of the isolated school and the formation of a school base in each city or town area was one of the suggestions made by J. Howard-Whitehouse, warden of Bembridge School in the Isle of Wight, during the recent annual conference of educational associations here.

As a worker in the slums of more than one city, Mr. Whitehouse has had much experience of the manner in which to handle "revolutionary" propositions.

Mr. Whitehouse would like to see a tract of land close beside a public park acquired by each city authority, and on it he would build a school base which would supply the needs of the whole local population.

Education, under the present British system, suffers a wide gulf to exist between the elementary and the secondary schools, he says.

The school base would, in his opinion, successfully abolish this gulf. At the base, the buildings of elementary and secondary schools would stand side by side, and progress from one to the other—free of charge—would be automatic.

The two would share playfields situated in the public park; they would share gymnasiums and swimming pools and all the paraphernalia that makes for a good all-round education capable of carrying the child from the infant school to the university.

"Eyether" Out

Pronunciation Changes Follow Popular Usage

CHICAGO. — A "revolt" against "Harvard's broad A's" was envisaged by Estelle B. Hunter, educational director of the Better Speech Institute of America. She professed to see a trend toward the language of the layman with the possibility the "harsh" accents of the Midwesterner may soon become the acme of articulation. Losing official favor, she said, are such pronunciations as "secret'ry," "cemet'ry," and "necess'ry." She pointed out current editions of a leading dictionary give preference to "dic-shon-ary" over "dict-ion'ry." Miss Hunter maintained "eether" and "neether" are now preferable to "eyether" and "neyether" in the movement away from the sophisticated intonations of the stage folk. Popular usage, she added, determines proper pronunciation. Simpler words and construction, she said, seem to be gaining permanent favor because they have a more direct appeal to emotions. Miss Hunter said that simplicity marks the Midwesterner's speech.

War Work

Chinese Students Turn to Making Gas Masks

CANTON, China. — In the belief Japanese invasion of China will occur this year, professors of Sun Yatsen University here have designed a curriculum under which the School of Science will manufacture gas masks. In addition the School of Medicine, another department, will train young men for first aid work and young women for war-time nursing. The School of Engineering will provide courses in dug-out and bomb-proof construction. Authorities believe the program will keep young student patriots on the university campus and discourage them from participating in anti-government parades and anti-Japanese boycotts.

Hot Lunches

W. P. A. Expands Service to Vermont Pupils

BURLINGTON, Vt. — The number of Vermont schools in which hot luncheons are being served to pupils is being increased from about 75 to nearly 340, through the Works Progress Administration, Mrs. Fannie P. Wood, assistant home economist for the WPA, reports. The employment of 373 full time or a proportionally large number of part-time workers has been approved, Mrs. Wood announces.

Life Shorterners

Professors List Student Peculiarities

MILLEDGEVILLE, Ga. — Professors at Georgia State College for Women got the last laugh this time. Some time ago students gleefully listed, with faculty approval, teacher idiosyncrasies. Now the instructors have had their say. Student peculiarities, dubbed "life shorteners" (for professors), included: knitting in class, wearing hair skewered in strange coiffures, drawing funny pictures instead of taking notes, looking at watches every five minutes and allowing fountain pens to run dry in the first minutes of a test. Listed also was the student who responds to queries: "Well, I read the lesson, but—."

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BENNETT C. DOUGLASS
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Among the Schools

Study Schools

Pittsburgh Official Surveys High Schools

PITTSBURGH, Pa.—Dr. Ben. G. Graham, superintendent of the Pittsburgh public schools, is making an intensive and comprehensive study of the Pittsburgh high schools to determine what changes in administration, subjects, and subject-matter should be made to meet the present needs of boys and girls. A committee of principals and teachers has been selected to make this study. In an advisory capacity, leading educators of the country, prominent business men of the city, and representatives of various interested groups have been invited to contribute to this work. The board of public education has appropriated funds to meet the expenses of the study.

Inferiority

School Marks Said To Hurt Backward

NEW YORK.—As long as a school prevents a considerable number of its children from ever knowing success by branding them as inferior, it will start these children on the road to delinquency, unless an unusually favorable home environment can counteract the influence of the school, according to Burton Fowler, director of the Tower Hill School, Wilmington, Delaware. Speaking at a conference of 2,500 educators he declared that school marks should be abolished along with all the other paraphernalia of an antiquated, competitive and artificial educational machine. "In their place," he said, "let us substitute really human records worthy of an age that professes to revere the rights of childhood, records that reveal latent abilities, that encourage cooperation instead of competition, that make for good will among children and parents instead of jealousies, heartaches, and futile, selfish strivings for unattainable goals."

More Pay

Northampton Budget Boosts Teachers' Salaries

NORTHAMPTON, Mass.—The tentative 1936 budget of the school department provides an $800 increase in teachers' salaries, the increases to go to teachers not now receiving maximum ratings. Automatic increases in teachers' salaries were discontinued in 1932 and the budget step is the first toward their restoration.

Jews Offended

"Merchant of Venice" Protested in Hackensack

HACKENSACK, N. J.—A move to strike William Shakespeare's classic drama, "The Merchant of Venice," from the curriculum of Hackensack High School developed recently under the leadership of Rabbi Irving Silman. An English class dramatization of the play was discontinued pending a board of education ruling after Rabbi Silman protested "Shylock" was "the foulest slander ever penned by the hand of genius." Two Jewish pupils, cast in the roles of Shylock and Jessica, his daughter, asked to be excused from participation in the classroom production and were granted leave to withdraw.

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Didn't Conform

Teacher Dismissed For Salute Failure

LYNN, Mass.—Miss Cora M. Foster, a teacher in the schools of Lynn since 1896, was dismissed without a pension by the Lynn school committee for refusing to salute the flag with her pupils. Miss Foster's refusal to observe the rule, made last November, is based on her membership in a religious organization whose tenets forbid her compliance. Miss Augusta Keene, of Lynn, has been appointed to succeed Miss Foster, who has announced her intention of fighting the committee's pronouncement.

Students Strike

Demand Reinstatement Of Ousted Superintendent

ALAMEDA, Calif. — Pickets kept 1,400 of 2,000 striking Alameda High School students in line recently but "flying squadrons" were rebuffed in efforts to extend the walkout to Oakland. The students demanded that their ousted superintendent of schools be rehired but school officials hinted the warm weather and inviting beaches might have something to do with the strike. All 2,000 walked out at Alameda demanding reinstatement of William Paden. A plea of Principal George Thompson that the students return to classes was answered by 600.

Student Editors

1,645 Delegates Attend Convention

NEW YORK.—The twelfth annual convention of the Columbia Scholastic Press Association saw 1,645 students and their faculty advisers present, the largest number in the history of the association. Delegates representing the staffs of newspapers and magazines in elementary and secondary schools in twenty States heard executives and staff members of metropolitan newspapers and persons prominent in other fields of publishing discuss problems of the press. Raymond Bronk, eight years old, star reporter for the last two years of The Gleam, publication of the Ridgefield, N. J., Grammar School, was the youngest student present, it was said at the office of the association.

Meet These Contributors

GENIA A. MILORADOVICH (*"One of God's Birds,"* page 196) was born in the "Russian Paradise" — that lovely strip of land between the Black Sea and the Yali Mountains that Potemkin presented to Catherine the Great.

She tries to forget her lost Paradise for she is now an American citizen, busy and happy in her new life in this New World.

She teaches French and gives lectures to women's clubs in addition to writing for various magazines.

CHARLES WILLIAM HEATHCOTE, A. M., Ph. D., (*"Social Studies Have Deep Roots,"* page 193) is head of the Department of Social Studies, State Teachers College, West Chester, Pa. He holds degrees from Gettysburg College, Temple University, University of Pennsylvania, and George Washington University. He is author of twenty books and monographs on history and religion. He has been honored as a Fellow of the Royal Historical Society of England.

Pete W. Ross

SAN DIEGO, Calif. — Pete Wikoff Ross, for twenty-eight years a principal in San Diego schools and often mentioned as "principal emeritus" of Pt. Loma High School, which he served from the time it was opened in 1925 until he resigned in August, 1932, died recently at his home after a short illness. Mr. Ross was born in Mason, Ohio, in 1866. He was graduated from the first high school class at Mason, then from Holbrook National Normal University with a B. S. degree in 1886, and from the University of Michigan with an A.B. degree in 1892. He was probably the most widely known of San Diego teachers because of his varied interests in public affairs and because of a disposition that attracted to him a legion of friends among students and their elders. He was intensely patriotic, possessed of a fine sense of humor, and was a type of educator who made a deep and lasting impression upon the young persons who came under his influence. For many years he served modestly as a news correspondent of this magazine.

C. M. JANSKY (*"Recovery's Good Samaritan,"* page 194) has had a long and varied career as an educator. He was for two years research assistant in the United States Bureau of Standards, at Washington, D. C.; for several years he was a teacher and superintendent in district and city schools; in the period 1905 to 1908 he was Professor of Electrical Engineering and Head of the School of Applied Science of the University of Oklahoma. Today he heads the department of Electrical Engineering at the University of Wisconsin.

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Future Veterans

College Men Form Group Asking Bonus

PRINCETON, N. J. — Princeton University undergraduates active in campus affairs have organized "The Veterans of Future Wars" which they proposed to expand into a national intercollegiate organization. In a manifesto, the officers of the veterans said that because it is customary to pay bonuses before they are due, the organization demands immediate payment of a $1,000 bonus due June 1, 1965, with 3 per cent interest annually from that date backward to June 1, 1936. Payment now, they said, would "lift the country out of the depression" and would enable the beneficiary to enjoy it before he has been slain in a future war. At the same time at Vassar College the first chapter of an auxiliary society, the Association of Gold Star Mothers of Veterans of Future Wars was formed. Wellesley students endorsed the movement and applied for charter No. 2 in the auxiliary. It was said the Gold Star Mothers of Veterans of Future Wars would seek trips abroad for young women so they might view the prospective graves of their future sons.

Fund Accepted

Bequest to Assist Boston Deaf Pupils

BOSTON.—Acceptance of a $10,000 trust fund for pupils of the Horace Mann School for the Deaf was voted by the Boston school committee. The bequest was made in the will of Miss Mabel E. Adams, a former principal of the school. A resolution was passed asking the overseers of public welfare to resume the allotment of additional funds, which was discontinued in 1935, to families on relief with children in school to permit the children to attend nutrition classes. It was disclosed that some 370 children are deprived of the benefits of these classes because of financial conditions. Of the 450 who do attend, many are helped by teachers and other interested persons, it was said.

Composes Hit

Son of Principal Writes Popular Tune

WESTFIELD, Mass. — The recent hit tune at a high school dance became more popular when the students were informed it was written by Thomas J. Abernethy, Jr., son of the school principal. A high school junior, Abernethy has been composing for some time. His latest piece has been copyrighted.

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Grins Between Grinds

A Tall One

Pat had gone back home to Ireland and was telling about New York.

"Have they such tall buildings in America as they say, Pat?" asked the parish priest.

"Tall buildings, ye ask, sur?" replied Pat. "Faith, sur, the last one I worked on I had to lay on me stomach to let the moon pass."

• •

Optional

He had just been worsted in a business deal and he was very angry.

"I look upon you, sir, as a rascal!" he said.

"You are privileged," said his rival, "to look upon me in any character you care to assume."

The Life of Trade

Two Liverpool butchers were competitors. "Sausages, one shilling the pound," was the announcement in the window of the first shop.

"Sausages, ten pence the pound," was over the door of the other shop the next day.

"Sausages under one shilling cannot be guaranteed," was the comeback of shop number one.

"We furnish sausages for the king," was the next announcement of shop number two.

Shop number one, not to be outclassed by such methods, and to settle the argument, put up the following sign the next morning: "God save the King!"

• •

Quarry

A young Swede appeared at the county judge's office and asked for a license.

"What kind of a license?" asked the judge. "A hunting license?"

"No," was the answer. "I tank I bane hunting long enough. I want marriage license."

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Tommy—"So I can fly over the schoolhouse and drop bricks on it."

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Otherwise Elsewhere

"That means fight where I come from!"

"Well, why don't you fight then?"

"'Cause I ain't where I come from."

• •

Understandable

She—"I wouldn't marry you if you was the last man on earth. I don't want to have nothing to do with you. Is that plain English?"

He—"Oh, it's plain, but it isn't English."

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